A Tiered Approach to Core Vocabulary Intervention
Sue Mahoney, M.A., CCC-SLP/L
Christi Gilbertson, M.A., CCC-SLP/L
Robyn Jung, M.A., CCC-SLP/L

Disclosure
We do not have a relevant financial or non-financial interest in any of the information or materials provided in this session.

Learning Objectives
Participants will:
- Understand the rationale for a multi-tiered service delivery model
- Learn evidence-based interventions
- Learn data-based decision-making strategies
- Understand flexible service delivery options for direct instruction, guided practice, and generalization
Let’s Set the Stage...

- Students
  - Pre-Kindergarten to age 22
  - Significant Needs
- Environment
  - Highly structured
  - Intensive supports and resources
- Tasks
  - Curriculum Based
  - Community Based
  - Vocational

AGENDA

- Why a Tiered Approach to Core Vocabulary Intervention?
- Student Growth
  - Formal Assessment
  - Informal Assessment
- Structured Intervention
  - Our Curriculum is Communication (vocabulary & language)
  - Components: Listening, Speaking, Reading & Writing
  - Examples
- Tiered IEP Goals
make sure to just mention this is meant to bring awareness of assessments Assigned to you.

Christi Gilbertson, 12/4/2018
We Must Start with the ‘Why’

A MTSS Approach
Core Vocabulary Intervention

Multi-Tiered System of Supports (MTSS)

In an MTSS framework, resources are allocated in accordance with students’ needs. This framework is usually shown as a multi-tiered model and involves more and more intense instruction and interventions across the tiers. The level of intensity of instruction and interventions a student receives is determined by how he or she responds to the instruction and/or intervention. Illinois’ RtI/MTSS model has three tiers.

A MTSS Approach Includes...

- Collaborative Service Delivery Model
- Evidence Based Interventions
- Progress Monitoring
- Scaffolding
Core Vocabulary Intervention

The Vocabulary
- ~50 words = 40-50% of what we say
- ~100 words = 60% of what we say
- ~200-400 words = 80% of what we say

The Purpose
- To request needs & wants
- To get & give information
- Social interaction (> 50% of our communication)

The Language
- Combining words (e.g. phrase, sentence)
- Word forms (e.g. verbs, prepositions, adjectives)

Universal Evidence Based Strategies

NSSEO Core Vocabulary Board

Prompt Hierarchy Modeling Descriptive Teaching

Student Growth & Assessment
In Regards to Assessment & Core Vocabulary Instruction

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. What will we do when a student experiences difficulty in learning?
4. How will we respond if they already know it?

FORMAL ASSESSMENT
PROGRESS MONITORING

- Communication Matrix - https://communicationmatrix.org/
- VB-MAPP
- AAC Genie
- Pathway for Core First Vocabulary
- NSSEO Core Vocabulary ASSESSMENT

NSSEO Core Vocabulary Assessment - Data Collection Tool
add sample or directions for how to administer +rjung@nsseo.org

Christi Gilbertson, 12/4/2018
3  +smahoney@nsseo.org  download Pathways for Core so can open during presentation
+rjung@nsseo.org
 Assigned to you
Christi Gilbertson, 12/4/2018
INFORMAL ASSESSMENT & PROGRESS MONITORING
STUDENTS & EDUCATORS

AUTHENTIC COMMUNICATION ASSESSMENT IN NATURAL ENVIRONMENTS

- Clinical Observation & Collaboration (e.g. DHH, VI)
  - Alternative language Team Input
  - Prevocational-Vocational Team Input
- PROJECT CORE SELF-REFLECTION & OBSERVATION
- VIDEO & Language Samples

Structured Intervention
Four Types of Vocabulary

- Listening
- Speaking
- Reading
- Writing

NSSEO Elementary & High School Core Vocabulary Literacy Meeting

- Each session focuses on phonemic awareness, shared reading, and writing (Caroline Musselwhite)

Phonemic Awareness

1. Core Word
2. BINGO Rap
3. Making Sentences
4. Core Word Chart
4  
+cgilbertson@nsseo.org give powerpoints of core words
_Assigned to Christi Gilbertson_
Christi Gilbertson, 12/4/2018
Phonemic Awareness: BINGO Rap Video
Shared Reading: Text-to-Self Video

Writing

1. Core word letter match
2. Add-a-Word Poem
3. Caption It!
4. Trace the word!

Writing

What letter does read start with?

Read

O  R

Go Back
Two Core Word Lessons:
1) Teach
2) Apply It!

Each Teach lesson focuses on:
1. Practical application in community
2. Writing
3. Assessment
Goal Development

A Tiered Approach to Goal Development

Remember that ‘AAC goals are no different from any other IEP goal’. Language is simply being expressed in a mode other than natural speech.

The right challenge to promote independence as the goal with a prompting hierarchy along the way.

Ensure that there are many opportunities for practice across the school day.

Teaching versus Testing

http://praactical.org/practical/how-to-write-goals-for-students-who-use-aac-with-lauren-enders/

TIER THREE COMMUNICATION GOAL

- SINGLE FUNCTION
  - To Request Object/Action or To Direct Action
  - High Preference (i.e. Personal Core)
  - Communication POWER

- SINGLE HIT
  - First 12 words: go, want, more, different, big, on, what, it, that, not, you, play
  - Word versus Sentence

The First 12 Getting Started with Core Vocabulary
TIER TWO COMMUNICATION GOAL

- MORE THAN ONE FUNCTION
  - To comment, ask, answer, label, get attention
  - Use core words for multiple purposes (i.e. want it, get it, like it, see it)
  - Tell me more

- TWO-THREE COMBINATIONS
  - Model 'one up' to promote expanded utterances
  - Different parts of speech (e.g. descriptors, question words, pronouns)
  - Word Order (i.e. subject - verb - object)

TIER ONE COMMUNICATION GOAL

- SUBJECT-VERB-OBJECT (3-6 word combinations)
  - Grammar (i.e. verb tense)
  - Syntax (i.e. subject - verb - article - object)
  - Tell me more in the sentence.

- STRUCTURED CONVERSATIONAL EXCHANGE
  - Social Exchange (Initiate - Maintain - Terminate)
  - Narrative Generation (character - setting - problem - solution)
  - Repair Strategies (TALC: scripts & social narratives)

Tiered Core Vocabulary Goal
Development

Tier 1
Subject-Verb-Object (3-6 words)
Structured Conversational Exchange

Tier 2
More than one function
2-3 word combinations

Tier 3
Single function
Single hit
List of Resources

- AAC Language Lab
- Assistiveware Core Word Classroom
- Closing the Gap, Solutions Magazine
- Linda J Burkhart, Simplified Technology for Children with Severe Disabilities
- Pathways for Core First
- Practical AAC
- Project Core
- ASHA
- Linda Burkhart IEP Goals for Students with Complex Communication Need
Add prompt hierarchy resource +smahoney@nsseo.org
Christi Gilbertson, 12/4/2018

+smahoney@nsseo.org  add TALC to resources
_Assigned to you_
Christi Gilbertson, 12/4/2018